

Meeting the Needs of English Language Learners

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Overview

- ✦ Opening Activity: What do we know about English Language Learners?
- ✦ What are my school's legal responsibilities related to the education of ELLs?
- ✦ What does the typical ELL need to achieve academically and socially?
- ✦ How do I find high-quality resources to support ELL success?
- ✦ Small Group Discussion
- ✦ Q & A
- ✦ Evaluation

What do we know about English Language Learners?

✦ “Give One, Get One”

In the left-hand column of your paper write down everything you know, success stories, questions, and needs about ELLs and their education.

Talking with your colleagues, write down anything new you learned in the right hand column, and the name of the person who shared the information.

As a group, share what you know and what you want to know. Add anything new in the right hand column of your paper.

What are my school's legal responsibilities related to the education of ELLs?

- ✦ *Overview of federal and state regulations governing the education of ELLs.*

A Brief History of Legislation

- ✦ 1774-1779 Continental Congress published legislative documents in English and German. Also, during the Revolution the Continental Congress chose English over German as the language of the new republic by just one vote.
- ✦ 1740s Movement to replace English as the official language because of anti-British sentiment; congress urged banning English to replace it with Hebrew.

A Brief History...

- ✦ WWII US government organized the Army Specialized Training Program to intensively teach foreign languages
- ✦ 1950s US Commissioner of Education Earl J. McGrath promoted foreign language instruction
- ✦ 1964 Title VI of the Civil Rights Act prohibits discrimination on the basis of race, color, or national origin.
- ✦ 1968 Bilingual Education Act and associated grants for innovative programs in primary language.

Bilingual Education Act

| Year | Type of program mandated |
|------|---------------------------------|
| 1968 | ✦ all types |
| 1974 | ✦ both additive and subtractive |
| 1978 | ✦ Subtractive |
| 1988 | ✦ both additive and subtractive |
| 1994 | ✦ subtractive (3 year limit) |
| 1998 | ✦ both additive & subtractive |

- ✦ 1974 Lau v. Nichols; Equal Educational Opportunity Act extends Lau decision to all schools

Lau v. Nichols

- ✦ “The case originated in 1970, when a San Francisco poverty lawyer learned that a client’s child was failing in school because he could not understand the language of instruction.” These children, he alleged were being denied “education on equal terms” because of their limited English skills

(Crawford, 35).

Lau Decision

- ✦ In 1974 the Supreme Court decided that the Chinese speaking children were entitled to special assistance that would enable them to participate in the school program. The court left it to the Board of Education to determine the method to give these children equal access to education.

Lau Remedies

- ✦ In 1975, the Lau Remedies were announced by the office of Civil Rights:
 - ✦ guidelines of how to identify and evaluate children with limited English skills,
 - ✦ what instructional treatments would be appropriate,
 - ✦ when children were ready for mainstream classrooms, and
 - ✦ what professional standards teachers should meet with timetables for these goals. The remedies said that ESL-only would not fulfill the needs of these children.

(Crawford, 37).

Lau Regulations & Withdrawal

- ✦ 1980 The Carter Administration proposed the Lau Regulations. These regulations had the force of the law and mandated bilingual education where at least 25 limited English proficient children were enrolled in two consecutive grades (K-8) (Crawford, 42).
- ✦ 1981 Secretary of Education Terrel Bell withdrew the Lau Regulations

Oversight

- ✦ The Office of Civil Rights (OCR) is charged with oversight of compliance with ELL laws and policies.

Federal Law

- ✦ “Under Title 1 of the ESEA, LEP students must be included in a State’s assessment of academic achievement in reading/language arts and mathematics, and must receive appropriate accommodations and, to the extent practicable, native language assessments. LEP students must also be assessed annually for their proficiency in English in the modalities of listening, speaking, reading, and writing.”
(Federal Register, September 13, 2006)

Utah/District Policy

- ✦ Have a process to identify ELLs (i.e. a home language survey)
- ✦ Use a valid and reliable assessment to measure listening, speaking, reading, writing, and comprehension of English (i.e. the Utah Academic Language Proficiency Assessment - UALPA)
- ✦ Provide language acquisition instructional services based on the Utah English Language Proficiency Standards (UELPS)
- ✦ Establish student exit criteria from ALS services or program
- ✦ Provide adequate staff development and require ESL/Bilingual endorsement consistent with the teaching assignment
- ✦ Notify parents of ELLs of testing and instructional programs in a language they understand

What does the typical ELL need to achieve academically and socially?

- ✦ Demographics of state ELL populations
- ✦ BICS vs. CALP
- ✦ Language acquisition theories
- ✦ Four stages of language acquisition
- ✦ Language learning models
- ✦ Characteristics of effective methods and strategies

How many ELLs are there in Utah and how is the population growing?

✦ More than 52,000 ELLs in Utah

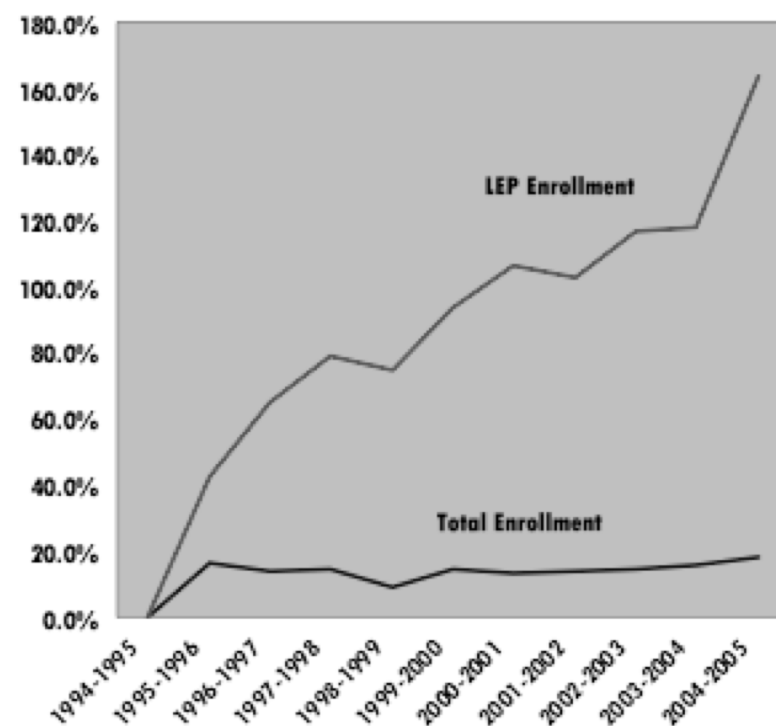
(UAELPS, October 2007)

UTAH

OFFICE OF ENGLISH LANGUAGE ACQUISITION, LANGUAGE
ENHANCEMENT, and ACADEMIC ACHIEVEMENT for LIMITED
ENGLISH PROFICIENT STUDENTS

RATE OF LEP GROWTH 1994/1995-2004/2005

| | Total Enrollment | Growth from 94-95 | LEP Enrollment | Growth from 94-95 |
|-----------|------------------|-------------------|----------------|-------------------|
| 1994-1995 | 418,476 | 0.0% | 21,360 | 0.0% |
| 1995-1996 | 487,043 | 16.4% | 30,492 | 42.8% |
| 1996-1997 | 478,028 | 14.2% | 35,286 | 65.2% |
| 1997-1998 | 479,151 | 14.5% | 38,269 | 79.2% |
| 1998-1999 | 456,450 | 9.1% | 37,275 | 74.5% |
| 1999-2000 | 480,255 | 14.8% | 41,306 | 93.4% |
| 2000-2001 | 475,269 | 13.6% | 44,030 | 106.1% |
| 2001-2002 | 477,801 | 14.2% | 43,299 | 102.7% |
| 2002-2003 | 479,617 | 14.6% | 46,342 | 117.0% |
| 2003-2004 | 483,685 | 15.6% | 46,521 | 117.8% |
| 2004-2005 | 494,574 | 18.2% | 56,319 | 163.7% |



BICS & CALP

**Basic Interpersonal
Communicative Skills
(BICS):**

Examples...

“Hi, how are you?”

“My name is Alice.”

“I like cats and dogs.”

“Where is the
bathroom?”



1-2 years exposure

**Cognitive Academic
Language Proficiency
(CALP):**

Examples...

“Photosynthesis is the
process that describes
how plants make food?”

“If I make a comparison
between the North and
the South during that
time...”



5-7 years exposure



Language Acquisition Theories

- ✦ Acquisition vs. Learning: "I acquire more language when I understand meaningful messages, and not as much through being taught grammar and rules."
- ✦ The Silent Period: "I understand some of what you are saying but I am may not speak for a day up to 6 months from now."
- ✦ The Monitor: "As I am speaking, I am trying to get the grammar right, so I might slow down, be nervous, or not give you as much information."
- ✦ The Affective Filter: "If I am relaxed, I can acquire language. If I am nervous I can't acquire language."

4 Stages of Language Acquisition

| | | | | | | | | | | | | | | | | | | | | | |
|---|-------------|-----------|--------|----------|--------|-----------|---------|-------------|---------|----------|---|---------|------|--------|------------|--------|----------|---------|--------|--------------|-------------|
| <p>STAGE I (“P” level) PRE-PRODUCTION</p> <ul style="list-style-type: none"> · MINIMAL COMPREHENSION · NO VERBAL PRODUCTION <p>CLASSROOM ACTIVITIES:</p> <table> <tr> <td>LISTEN</td> <td>DRAW</td> </tr> <tr> <td>POINT</td> <td>SELECT</td> </tr> <tr> <td>MOVE</td> <td>CHOOSE</td> </tr> <tr> <td>MIME</td> <td>ACT/ACT OUT</td> </tr> <tr> <td>MATCH</td> <td>CIRCLE</td> </tr> </table> | LISTEN | DRAW | POINT | SELECT | MOVE | CHOOSE | MIME | ACT/ACT OUT | MATCH | CIRCLE | <p>STAGE II (“E” level) EARLY PRODUCTION</p> <ul style="list-style-type: none"> · LIMITED COMPREHENSION · ONE/TWO WORD RESPONSES <p>CLASSROOM ACTIVITIES:</p> <table> <tr> <td>NAME</td> <td>LIST</td> </tr> <tr> <td>LABEL</td> <td>CATEGORIZE</td> </tr> <tr> <td>GROUP</td> <td>TELL/SAY</td> </tr> <tr> <td>RESPOND</td> <td>ANSWER</td> </tr> <tr> <td>DISCRIMINATE</td> <td></td> </tr> </table> | NAME | LIST | LABEL | CATEGORIZE | GROUP | TELL/SAY | RESPOND | ANSWER | DISCRIMINATE | |
| LISTEN | DRAW | | | | | | | | | | | | | | | | | | | | |
| POINT | SELECT | | | | | | | | | | | | | | | | | | | | |
| MOVE | CHOOSE | | | | | | | | | | | | | | | | | | | | |
| MIME | ACT/ACT OUT | | | | | | | | | | | | | | | | | | | | |
| MATCH | CIRCLE | | | | | | | | | | | | | | | | | | | | |
| NAME | LIST | | | | | | | | | | | | | | | | | | | | |
| LABEL | CATEGORIZE | | | | | | | | | | | | | | | | | | | | |
| GROUP | TELL/SAY | | | | | | | | | | | | | | | | | | | | |
| RESPOND | ANSWER | | | | | | | | | | | | | | | | | | | | |
| DISCRIMINATE | | | | | | | | | | | | | | | | | | | | | |
| <p>STAGE III (“I” level) SPEECH EMERGENCE</p> <ul style="list-style-type: none"> · INCREASED COMPREHENSION · SIMPLE SENTENCES · SOME BASIC ERRORS IN SPEECH <p>CLASSROOM ACTIVITIES:</p> <table> <tr> <td>RECALL</td> <td>SUMMARIZE</td> </tr> <tr> <td>RETELL</td> <td>DESCRIBE</td> </tr> <tr> <td>DEFINE</td> <td>ROLE-PLAY</td> </tr> <tr> <td>EXPLAIN</td> <td>RESTATE</td> </tr> <tr> <td>COMPARE</td> <td>CONTRAST</td> </tr> </table> | RECALL | SUMMARIZE | RETELL | DESCRIBE | DEFINE | ROLE-PLAY | EXPLAIN | RESTATE | COMPARE | CONTRAST | <p>STAGE IV (“A” level) INTERMEDIATE FLUENCY</p> <ul style="list-style-type: none"> · VERY GOOD COMPREHENSION · MORE COMPLEX SENTENCES · FEWER ERRORS IN SPEECH <p>CLASSROOM ACTIVITIES:</p> <table> <tr> <td>ANALYZE</td> <td>LIST</td> </tr> <tr> <td>CREATE</td> <td>CATEGORIZE</td> </tr> <tr> <td>DEFEND</td> <td>TELL/SAY</td> </tr> <tr> <td>DEBATE</td> <td>ANSWER</td> </tr> <tr> <td>PREDICT</td> <td>HYPOTHESIZE</td> </tr> </table> | ANALYZE | LIST | CREATE | CATEGORIZE | DEFEND | TELL/SAY | DEBATE | ANSWER | PREDICT | HYPOTHESIZE |
| RECALL | SUMMARIZE | | | | | | | | | | | | | | | | | | | | |
| RETELL | DESCRIBE | | | | | | | | | | | | | | | | | | | | |
| DEFINE | ROLE-PLAY | | | | | | | | | | | | | | | | | | | | |
| EXPLAIN | RESTATE | | | | | | | | | | | | | | | | | | | | |
| COMPARE | CONTRAST | | | | | | | | | | | | | | | | | | | | |
| ANALYZE | LIST | | | | | | | | | | | | | | | | | | | | |
| CREATE | CATEGORIZE | | | | | | | | | | | | | | | | | | | | |
| DEFEND | TELL/SAY | | | | | | | | | | | | | | | | | | | | |
| DEBATE | ANSWER | | | | | | | | | | | | | | | | | | | | |
| PREDICT | HYPOTHESIZE | | | | | | | | | | | | | | | | | | | | |

Language Learning Models

| Language(s) of Instruction | Typical Program Names | Native Language of LEP Students | Language of Content Instruction | Language Arts Instruction | Linguistic Goal of Program |
|---------------------------------------|--|--|---|---|--|
| English and the Native Language | Two-way Bilingual Education, Bilingual Immersion, or Dual Language Immersion | Ideally, 50% English-speaking and 50% LEP students sharing same native language | Both English and the native language | English and the native language | Bilingualism |
| English and the Native Language | Late-exit or Developmental Bilingual Education | All students speak the same native language | Both; at first mostly the native language is used. Instruction through English increases as students gain proficiency | English and the native language | Bilingualism |
| English and the Native Language | Early-exit or Transitional Bilingual Education | All students speak the same native language | Both at the beginning, with quick progression to all or most instruction through English | English; Native language skills are developed only to assist transition to English | English acquisition; rapid transfer into English- only classroom |

Language Learning Models (con't)

| | | | | | |
|---------|--|---|---|---|---------------------|
| English | Sheltered English, Specially Designed Academic Instruction in English Structured Immersion, or Content-based ESL Structured Immersion Observation Protocol (SIOP) | Students can share the same native language or be from different language backgrounds | English adapted to the students' proficiency level, and supplemented by gestures and visual aides | English | English acquisition |
| English | Pull-out ESL | Students can share the same native language or be from different language backgrounds; students may be grouped with all ages and grade levels | English adapted to the students' proficiency level, and supplemented by gestures and visual aides | English; students leave their English-only classroom to spend part of their day receiving ESL instruction | English acquisition |

What are the characteristics of effective models and strategies for ELL education?

✦ Checklist for evaluating models and strategies.

Model Example

A district has chosen to provide ESL services to the small number of students determined LEP (all native Spanish speakers). The students have all tested at different levels of proficiency in English. The ESL strategies chosen are from a research-based textbook for emergent speakers. A paraprofessional who speak Spanish and English delivers instruction to the LEP students one-on-one throughout the day in their classroom.

Strategy Example #1

Creating Your Own Classroom Newsletter

Creating a class newsletter can be an excellent way for English language learners to develop their language skills. They build vocabulary through writing and through interacting with others in the class. In addition, research shows that through repeated revisions of their own writing, students learn to become better writers. But most important of all, students learn how to work cooperatively, and they soon realize that "it's easier to do stuff as a group than on their own" (Irby, p. 53). Students not only discover the benefits of teamwork, but they also feel a great sense of ownership once they see their end result - a newsletter. This is an excellent activity that allows students from different cultural backgrounds to find common ground and to work cooperatively. Yet as educators we must remember that the writing experience should be an empowering one instead of just another assignment students are told to do. The goal of creating a newsletter should be to bring the classroom together as ELLs learn how to better express themselves orally and polish their writing skills.

(colorincolorado.org)

Strategy Example #2

✦ SIOP DVD

-A high school sheltered American Literature class

BREAK

How do I find high-quality resources to support ELL success?

Free/low-cost curriculum and materials

✦ Books:

- ✦ Echevarria, Vogt, & Short (2008) Making Content Comprehensible for English Learners: The SIOP Model
- ✦ Vogt & Echevarria (2008) 99 Ideas and Activities for Teaching English Learners with the SIOP Model
- ✦ Ovando, Collier, & Combs (2003) Bilingual & ESL Classrooms: Teaching in Multicultural Contexts

✦ Materials and Resources

<http://free.ed.gov>

More than 1600 federal teaching and learning resources organized by subject: art, history, language arts, math, science, and others

Internet Resources

✦ **Alternative Language Services**

<http://www.schools.utah.gov/curr/ALS/index.html>

Specialist Gerolynn Hargrove

(801) 538-7884 Fax (801) 538-7769

gerolynn.hargrove@schools.utah.gov

- ✦ USOE Master Plan for English Language Learners
- ✦ Utah's Academic English Language Proficiency Standards

Internet Resources con't

- ✦ National Clearinghouse for English Language Acquisition
<http://www.ncela.gwu.edu>

Provides information and resources on language instruction educational programs. There are many resources and FAQs regarding all types of programs for ELL. The site is funded by the US Department of Education.

- ✦ National Association for Bilingual Education (NABE).
www.nabe.org

NABE is a non-profit professional development and advocacy group for English Language Learners. They have a variety of research publications and links to organizations who research and advocate for ELL.

- ✦ Teachers of English to Speakers of Other Languages (TESOL)
www.tesol.org

TESOL is a professional organization with an annual conference, resources, research journals, and networking opportunities.

Internet Resources con't

- ✦ www.everythingESL.net

Lesson plans on multiple themes with research-based teaching strategies and tips.

- ✦ www.eslcafe.com

Lesson and activity ideas for ESL.

- ✦ <http://www.csun.edu/~hcedu013/eslplans.html>

Collection of links from Dr. Martin Levine of California State University, Northridge for ESL lessons.

- ✦ http://www.ncela.gwu.edu/practice/lessons/2_aesl.htm

NCELA's list of teaching ESL links.

Grant Opportunities

- ✦ <http://www.ncela.gwu.edu/resabout/funding/>
NCELA's links to grants and funding opportunities
- ✦ http://www.tesol.org/s_tesol/seccss.asp?CID=125&DID=1595
TESOL grants and awards for members.

Networking Opportunities

- ✦ What are ways that we can work together to meet the needs of ELLs in charter schools?
 - ✦ ESL endorsements
 - ✦ Sharing materials
 - ✦ Professional development

Small Group Discussion

- ✦ Choose a special ELL topic (or make up your own) to
 - ✦ discuss the topic
 - ✦ chart your knowledge and questions
 - ✦ report a synthesis of your discussion to the whole group

Possible Discussion Topics

- ✦ *compliance with policy*
- ✦ *effective research-based practices*
- ✦ *teacher needs*
- ✦ *collaboration/networking*
- ✦ *grant opportunities*
- ✦ *language acquisition theory and strategies*
- ✦ *issues related to cultural competence*
- ✦ *parental/community involvement*
- ✦ *the ELL Master Plan*
- ✦ *ELL curriculum*
- ✦ *sheltered instruction*
- ✦ *other topic*

Q & A

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Evaluation

- ✦ What have I learned?
- ✦ What questions do I have?
- ✦ How can the facilitator strengthen the presentation?